2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary _X Middle X High __ K-12

Name of Principal Ms. Leah Fregulia Roberts
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Arizona School for the Arts
(As it should appear in the official records)

School Mailing Address 1313 North 2nd Street, Suite 6
(If address is P.O. Box, also include street address)

Phoenix AZ 85004-1750
City State Zip Code+4 (9 digits total)

County Maricopa School Code Number* 07-870220-001

Telephone (602) 257-1444 Fax (602) 252-7795

Website/URL www.goasa.org E-mail lfroberts@goasa.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Mark S. Francis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Arizona School for the Arts Tel.(602) 257-1444

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Nevels
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _1___ Other

   _1___ TOTAL

2. District Per Pupil Expenditure: __$5500_____

   Average State Per Pupil Expenditure: __$4604_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. _7_____ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**	17	48	65
K					**8**	18	47	65
1					**9**	21	38	59
2					**10**	14	35	49
3					**11**	13	27	27
4					**12**	10	17	27
5					**Other**			
6	12	38	50					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						355

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

83 % White
6 % Black or African American
7 % Hispanic or Latino
3 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	240
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 3

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ____4_%
_____12_Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	_2__Other Health Impaired
____Deaf-Blindness	_8__Specific Learning Disability
_1__Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	_1__Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	__3_ _	_____
Classroom teachers	__21___	___25___
Special resource teachers/specialists	_____	___1____
Paraprofessionals	_____	_____
Support staff	___2___	____1___
Total number	__26__	___26_ _

12. Average school student-"classroom teacher" ratio: __16_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	95%	99%	98%	%
Teacher turnover rate	0%	2%	5%	5%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	4%
Student drop-off rate (high school)	2%	2%	2%	2%	6%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	31
Enrolled in a 4-year college or university	91 %
Enrolled in a community college	9 %
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

Arizona School for the Arts was founded 1995. The school was envisioned as a high achieving, academic school intended for students who wanted to work with professional artists as part of the core school experience. Knowing that the arts world, let alone the world of entertainment, is highly selective, its founder, Dr. Mark S. Francis, wanted to insure that all students received a superior education in order to access any college or university and enter one of the professions.

In its first year, ASA had 155 students in grades 7 – 10. In ASA's third year of operation, the school population swelled to 275 students. The school was recognized by the local press and national newspapers and magazines. *US News and World Report* recognized the school as "a specialized education powerhouse."

By its fourth year, ASA graduates - lead by National Merit Finalist and Commendation Scholars, a Presidential Scholar, Phoenix Symphony Guild contest winner and the first Arizona Community Foundation Arts Scholarship winner - were being accepted into top schools across the United States. Ballet students were accepted into international ballet programs.

In following years *Readers Digest* named ASA in its article' "Schools that Succeed" by Sen. Joe Lieberman and the school was recognized by *The Wall Street Journal* as one of the top four schools in Arizona. The school has an enrollment cap of 355 students and maintains a considerable waiting list.

The most recent graduating classes attained average SAT test scores equal to the published scores of an exclusive Phoenix private prep school. The school continues to place students in nationally competitive schools, supported by generous scholarships, such as Stanford, Georgetown, University of California-Berkeley, Notre Dame, Rice and Vanderbilt as well as many other private colleges, universities and conservatories. Over 75% of the class of 2004 was awarded tuition waivers, and, for many, additional financial support to attend Arizona universities.

The school has achieved this success over the past ten years by an unwavering commitment to high standards, a learning community-based teaching environment which includes strong parent support and many innovative teaching methods that stress the application models of instruction and evaluation.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results

The first goal in the school's 1995 charter application was (and still is) "to create a learner outcome-based curriculum organized around what students need to know and what will enable them to create." To realize that goal the school has developed and also participates in a variety of internal and

external assessments which yield valid and reliable measurements of student learning. Internal assessment, which is based on state curriculum standards, reflects the application nature of the school's curriculum/instruction process. Those assessments are in the form of teacher logs which track class participation in individual and group work and classroom discussion; writing samples such as lab reports, math journals and reading journals; research projects; formal writing assignments and quizzes and tests.

The external objective measurements of the school's success require that students participate in the following tests:

1. All students Grades 6-9, must take the Stanford 9, a nationally normed-referenced test,
2. All students Grade 8 and Grade 10 must take the Arizona Instrument to Measure Standards (AIMS); the state criterion-referenced test which measures student mastery of state standards;
3. All students in Grade 11 must take the National Merit Scholarship Qualifying Test/Pre Scholastic Aptitude Test (NMSQT/PSAT) in the fall of the junior year.
4. All students in Grades 11 and 12 take either the Scholastic Aptitude Test (SAT) or the American College Test (ACT), depending on the requirements of their prospective college(s).
5. The school also tracks college acceptance, awards and scholarships

The school enrolls about fifty (50) students in the 6th grade each year. In the 7th grade, the school adds about 20-25 students. There is often a slight dip in SAT 9 test scores with the addition of those new students. By the time all students complete the 9th grade, most of those who were behind have caught up with the original 6th grade cohort.

In spring 2004, 77% of ASA 10th graders met the standards in mathematics. In fall 2004, those students who did not pass the previous spring, retook the test and 100% passed.*

In spring 2004, 98% of ASA 10th graders met the standards in reading. (The one student who did not pass moved and did not retake the test as an ASA student.)*

In spring 2004, 98% of ASA 10th graders met the standards in writing. (The one student who did not pass moved and did not retake the test as an ASA student.)*

All students are now on track to graduate in 2006. In total combined scores, Arizona School for the Arts had the second highest ranking of all public schools in the state.

There is no disparity between subgroups that exceeds a range of 5%. That means that ASA students who are members of racial/ethnic minority groups are performing significantly higher than the average American student; moreover, ASA students are also increasing their learning over time the longer they stay enrolled at ASA.

(* for a full review of all SAT 9 and AIMS scores over the past three academic years, go to www.ade.az.gov, click School/Dist/AZ Report Cards; enter Arizona School for the Arts, scroll to page 7.)

2. How the school uses assessment data.

In the fourth year of the school's existence, the Arizona School for the Arts (ASA) leadership team was very concerned about the level of student learning in mathematics in all grades. While ASA students were performing above the national average on the SAT 9 since the inception of the school in 1995, its 11th graders were not consistently performing above average on the Pre-Scholastic Aptitude Test (PSAT also known as the National Merit Scholarship Qualifying Test-NMSQT) and the subsequent Scholastic Aptitude Test they took later in the year. In addition, less than 50% of ASA 10th graders passed the Arizona Instrument to Measure Standards (AIMS) on the first attempt. Clearly we needed to make a change.

The school principal met with the school college advisor (who was very familiar with the math format of the PSAT/SAT) and the head of the mathematics department. The ASA math curriculum has a strong conceptual component; however, as we assessed incoming students, we discovered huge gaps in their learning, especially in the areas of basic skills. The school set up remediation classes for incoming students over the summer so that they could have a better chance at mastering the skills required at grade level. The school then instituted its home-grown program called Essential Skills. The program mandated that students would not be promoted to the next level until they could demonstrate mastery level of required skills. The classrooms also allotted more time for practice; homework assignments reinforced skill practice that would lead the students to mastery.

The results were dramatic. By 2004, 77% of 10th grade students passed the math portion of AIMS

on the first attempt, an increase of 39% over 5 years. Moreover, using its own resources, the school sponsored tutoring to those students who did not meet the standard. All of those students (save one who moved away) retested this past fall and met the standard. That means that all ASA students in this year's 11th grade class are on track to graduate. Just as important, the average math score on the SAT is now in the 60th percentile.

3. How the school communicates student performance.

ASA has numerous avenues of communication with its students, parents and the community. Proceeding from the macro to the micro, here is only part of school procedure:

1. Like other schools, ASA sends home quarterly assessments of student work; unlike other schools, those assessments are detailed pages with checklists describing how students are progressing on specific skills that are tied to the state standards in each class. This includes their progress in the arts areas as well. Thus, when a parent receives the quarterly assessment, they receive a packet that can be as many as 10 pages long.
2. Teachers also send to parents mid-term Progress Reports of those students who are progressing unsatisfactorily in specific content areas. Teachers are also required to make phone contact to help explain the specific areas needing improvement on the part of the students. Parents needing help in developing strategies to aid their children are invited to a team meeting with the student's teachers. The parent learns what is going on in the classroom, how the child is doing, what the child needs to learn in order to be on track and a plan to help the parent and child.
3. In cases where there are concerns in the Progress Report needing immediate parental notification, the teacher calls the parent. If the student is still not responding, the staff will initiate a child study team to insure that the student's rights to a Free and Appropriate Public Education are protected. If no disability is found, the staff will still consider accommodations that will help the student access the curriculum.
4. The school participates in all state mandated nationally norm-referenced and criterion- referenced tests. That information is used by the school to evaluate educational progress and is also sent directly to the parent. That data is printed in local newspapers.

4. How the school has shared its success.

The school applied and was awarded a $300,000 dissemination grant by the Unites States Department of Education in October, 2003. The dissemination period covers two years and expires on September 30, 2005. The dissemination topic is *The Professional Learning Community and its Role in Improving Pupil Achievement.* The ASA PLC, described in another part of this document, is at the heart of the school's success. The grant covers four specific outcomes/deliverables:

1. A conference on the Professional Learning Community (PLC) will take place February 24-26, 2005 on the ASA campus. The conference is already filled to capacity. A good, unintended consequence is that a number of small Arizona school district will attend. The conference was originally designed for charter school participants; however, the demands of NCLB are pressuring whole school districts to consider alternatives to "business as usual" in how they operate.
2. The conference participants will receive a training manual and a video on the ASA model.
3. The conference participants are eligible for follow-up assistance through an individual conference and the interactive ASA website, www.goasa.org. ASA teachers have posted articles based on their experiences in the PLC; moreover, readers are invited to respond through the interactive technology available on the website.
4. Through the auspices of the grant, ASA participated in the National Charter School Institute's *Models for Success* peer review process. That review was completed by NCSI and their written report was posted on their website as well as on the school's website.
5. The school's Executive Director recently presented the PLC model at an NASSP Breaking Ranks II for Arizona schools.

PART V – CURRICULUM AND INSTRUCTION

1. Brief summary of the school's curriculum and instruction.

Arizona School for the Arts offers classes Grades 6-12. In order to graduate, the student must have taken 4 years of the following classes: foreign language (the same language all four years), science through chemistry, math through pre-calculus or calculus (depending on placement in freshman year), social studies and language arts and at least 6 consecutive arts credits (one class equals one credit per annum) in the major area. Progress through the curriculum requires the student to meet a proficient level of all the standards for each content area.

To that end, the school's curriculum is not limited by adopted textbooks; instead, teachers, in conjunction with their content area teams and school leaders determine the curriculum, the scope and sequence of classes and the classroom resources in line with state standards. Curriculum and instruction is based on depth rather than breadth of content.

ASA emphasizes application skills across the curriculum in all grades. These skills include research, writing, experimentation, applied projects and formal presentations. Writing is a component most emphasized in all areas from expository writing in language arts and social studies to lab reports in science to concert and literature reviews in music and theater. ASA is adjacent to Phoenix Central Library which is the school's major curriculum resource for research. Since the school does not use basal readers or social studies texts, students work with selected readings from a variety of sources and directed research from the library and the growing wealth of on-line resources.

Experimentation and data analysis is the heart of the math/science curriculum. Math/science classes have access to classroom texts but the bulk of information comes from teacher demonstrations, team experiments and data collection/manipulation. Math students work individually and in cooperative teams on problem solution. Experiments confirm or disprove hypotheses using scientific methodology. Applied projects are team driven/teacher supervised and are mainly measurement/data driven which require students to analyze the data over time using linear, exponential, quadratic, and trigonomic models, depending on the student's grade level in math and science; language arts and social studies presentation require the development of a thesis statement derived from research of primary and secondary sources, organization of materials and supporting information, creation of supporting multimedia materials and presentation and defense of the project.

The three arts areas are ballet, music and theater. Music is offered in all orchestral instruments, voice, piano and classical guitar. The music and ballet programs are graded through four levels with music and ballet students placed at their skill level rather than their age level. Orchestral students alternate every other day between full ensembles and break-out area groups organized around instrument families. Music for vocal and instrumental ensembles is chosen for its pedagogical benefit rather than attractiveness of performance. Piano is offered in a state-of-the-art piano lab which allows instruction of varying skill levels in each class. Ballet classes are divided equally between barre and center work. Unlike music and ballet which are offered at grades 6-12, theater is offered grades 9-12. The theater curriculum is process oriented rather than performance driven. Play productions are mounted outside of class so as not to interfere with classroom curriculum goals. All arts areas are skill driven rather than performance driven and the acquisition of skills yields an outcome similar to the academic area: desire on the part of the student to develop more skills to access deeper and richer content. Given the quality of the faculty, the school's arts standards exceed the state standards.

Classes are taught by professional artists from Phoenix Theatre and Ballet Arizona. Students study in the actual theatre and ballet studios of those companies. Music is taught in ASA's in-house conservatory by working professionals. All arts professionals are trained by the school to develop their curriculums plan lessons to be effective in classroom management and to evaluate consistent with the school's academic areas.

2. High School English Language Curriculum

Arizona School for the Arts' English language curriculum is literature based. Reading proficiencies, writing skills and grammar and usage are addressed through students' experiences with a wide range of

fiction and non-fiction selections. Our admissions process includes a diagnostic test of students' baseline reading and writing competencies. From this information, teachers are able to provide instruction in strategies to improve reading skills lower than grade level while still challenging those students with skills well above grade level. ASA vigorously encourages reading and writing across the curriculum thus allowing students to transfer skills learned in the language arts classes to all areas of academic endeavor. Our integrated research units require students to learn to analyze information, including primary resources, synthesize what they discover, and then present their findings in both oral and written formats. We believe these pursuits provide both practice and mastery of all language arts skills and concepts.

3. The Piano Curriculum.

The piano curriculum is a performance-based program which provides a rigorous learning environment allowing students to progress at their level of study. Each level has proscribed outcomes which must be achieved. The piano lab is equipped with state-of-the-art Yamaha Clavinova pianos. Classes are limited to 13 students each requiring two teachers teaching in neighboring but separate rooms All middle schools students are required to take piano at least three days per week. Piano in the high school is an elective, limited to 75 students over three afternoon periods, five days per week. Students study theory, technique and literature that includes solo and ensemble experiences. Each quarter all piano students are assessed in essential skills which include, but are not limited to, technique, theory and recital performance. Recitals are presented during the school day and are open to the public. Students receive recital assessment on their performance to encourage improvement and excellence. Technique skills for middle and high school students include demonstrated knowledge of five finger patterns up to four octave major and minor scales, arpeggios and cadences. Participation is also an essential skill that is an integrated part of the learning experience in the ASA culture. The piano is the foundation of music study at ASA and that knowledge extends across the arts curriculum.

4. Different Instructional method.

Twice a year ASA students present to an academic jury during special times called Presentation Week. During this time, the normal class schedule shifts into an individual jury schedule. Each student meets with a jury of teachers and his/her parents to present an academic subject based on his/her research. In the fall, the first presentation is an English/Social Studies presentation wherein the student researches a specific historic or sociological/anthropological topic that is aligned with the school's curriculum and the classroom curriculum for the grade of the student. The student will then incorporate a specific piece of literature that is aligned with the topic. The presentation is built upon a specific question that requires the student to study a social or historical question over time and determine an outcome. The outcome or thesis statement is presented in the form of a question not unlike a scientific hypothesis. The student must then determine if his or her research supports the question. Examples for 6th grade would be topics drawn from ancient Egypt; 7th grade, Native American culture; 8th grade American History, 9th grade, ancient Greece; etc. Students apply their research skills in locating and drawing information from secondary and primary resources, recording and compiling the information on note cards, designing visual/ graphic resources, editing the thesis into an outline and creating a multimedia presentation board or PowerPoint presentation. These presentations last 30 minutes - 10 minutes of presentation, 10 minutes of Q&A, and 10 minutes of evaluations by staff and parents.

In the spring, students chose a scientific experiment directly related to the curriculum of their science class. Students must devise the question, pose a hypothesis, set up the experiment controlling for various biases, and measure the experiment over time, evaluate the hypothesis and draw inferences and construct new questions. Experiments are not one-time events but must occur over time so that they can be measured using mathematical concepts drawn from their math classes. Throughout all grades students analyze and interpret data by statistical modeling using numerical and graphical analyses which they are learning concurrently in their math classes. In the younger grades students use graphing to show trends in data and make predictions. They then progress to employing mean, median, and mode for statistical analysis. In higher grades, students create mathematical models such as linear, exponential and quadratic equations and use modeling tools such as correlation coefficients to give greater reliability to predictions. The higher the grade level, the more modeling tools and modes of analysis are available to the student. Math/Science presentations are in two parts with the first part given in class and the second part given

during Presentation Weeks. The presentations are closer to 20 minutes in length.

The overall benefit of such a program is that students take ownership of their topic/experiments with the teacher serving as resources when they run into problems. A hallmark of the program is research integrity. Students are taught to follow where the information/data leads and to draw their inferences from them. Teachers stress that it is a major violation of research integrity to improperly manipulate the data to support a thesis question or hypothesis in order to "get the right answer." The presentation nature guarantees that "no child" slips through the cracks and is "left behind."

5. The Professional Development Program

ASA is a professional learning community which provides an environment in which teachers are encouraged to engage in improving their professional practice. It is the school's desire to provide an environment which not only supports professional development and continuous learning, but provides focused opportunities for on-going growth in areas which enhance student learning. There are two components of the Professional Development Plan at ASA.

The first is the Individual Professional Growth Plan which requires teachers to set goals using ASA Professional Standards in specific areas for improvement which will increase teaching effectiveness and student learning. Formal and informal observations are conducted to evaluate progress toward goals and provide individualized professional growth. The process of reflective questioning is used to help teachers self-evaluate. Further education in content areas or instructional strategies is encouraged and supported through the budget and with release time.

The second aspect of the Professional Development Plan is to provide sustained opportunities for all teachers to engage in collaborative professional growth and work together to attain shared, school-wide improvement goals. The faculty member first analyzes the needs of the school based on the available data, determines a professional growth area which will increase student achievement and sets a measurable goal for the school year. Site-based workshops are held for the faculty to discuss current research and instructional strategies which apply to the goal area. Content area departments then plan ways of incorporating new methodologies into their specific subject areas, and evaluate the effectiveness of new strategies to report and discuss periodically with the full faculty.

PART VI - PRIVATE SCHOOL ADDENDUM

Not Applicable

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Test: Arizona Instrument to Measure Standards
Edition:* (see note below)
Publication yrs: 2004, 2003, 2002
Publisher: Harcourt Educational Measurement

Grade 8: Math	2003-2004	2002-2003	2001-2002
Testing month: February	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	90%/ 62%	89%/ 62%	91%/ 61%
% At or Above Proficient	65%/ 36%	53%/ 12%	35%/ 14%
% At or Above Advanced	42%/ 10%	29%/ 7%	20%/ 7%
Number of students tested	60	66	56
Percent of total students tested	100%	100%	100%
Number of students excluded**	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

* The Arizona Instrument to Measure Standards (AIMS) copywrite is owned by the Arizona Department of Education. Test versions have changed with each subsequent year.
** All students with IEPs took the battery of tests. Some accommodations were made following the requirements of the student's IEP; i.e., extended length of time or specific sections read aloud to the student. No questions were modified nor were the number of questions reduced.
*** State data is average score of all students. Proficient and advanced were not available.

STATE CRITERION-REFERENCED TEST

Test: Arizona Instrument to Measure Standards
Edition:*
Publication yrs: 2004, 2003, 2002
Publisher: Harcourt Educational Measurement

Grade 8: Language Arts	2003-2004	2002-2003	2001-2002
Testing month: April	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 69%	98%/ 76%	100%/ 76%
% At or Above Proficient	66%/ 35%	65%/ 40%	86%/ 40%
% At or Above Advanced	30%/ 15%	33%/ 15%	30%/ 16%
Number of students tested	60	66	56
Percent of total students tested	100%	100%	100%
Number of students excluded**	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE CRITERION-REFERENCED TEST

Test: Arizona Instrument to Measure Standards
Edition:*
Publication yrs: 2004, 2003, 2002
Publisher: Harcourt Educational Measurement

Grade 10: Math	2003-2004	2002-2003	2001-2002
Testing month: February	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	93%/ 57%	90%/ 54%	80%/ 54%
% At or Above Proficient	93%/ 24%	78%/ 24%	54%/ 25%
% At or Above Advanced	48%/ 15%	48%/ 15%	14%/ 11%
Number of students tested	44	41	61
Percent of total students tested	100%	100%	100%
Number of students excluded*	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE CRITERION-REFERENCED TEST

Test: Arizona Instrument to Measure Standards
Edition:*
Publication yrs: 2004, 2003, 2002
Publisher: Harcourt Educational Measurement

Grade 10: Language Arts	2003-2004	2002-2003	2001-2002
Testing month: April	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 83%	98%/ 85%	100%/ 88%
% At or Above Proficient	73%/ 51%	75%/ 52%	65%/ 51%
% At or Above Advanced	27%/ 8%	21%/ 10%	31%/ 15%
Number of students tested	44	40	61
Percent of total students tested	100%	98%	100%
Number of students excluded*	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

* The Stanford 9 test results are included in the application because it is mandated by the Arizona State Board of Education and is a significant factor used by the Arizona Department of Education in determining AYP for NCLB reporting.

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement

Grade 6: Math	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 66%*	100%/ 62%*	100%/ 58%*
% At or Above Proficient	88%/ N/A	85%/ N/A	85%/ N/A
% At or Above Advanced	73%/ N/A	63%/ N/A	60%/ N/A
Number of students tested	45	43	44
Percent of total students tested	100%	100%	98%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

* State scores are averaged of all scores throughout the state. Proficient and Advanced are not available from the state.

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement
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Grade 6: Language Arts	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	96%/ 48%	100%/ 45%	100% 42%
% At or Above Proficient	85%/ N/A	84%/ N/A	78%/ N/A
% At or Above Advanced	70%/ N/A	69%/ N/A	65%/ N/A
Number of students tested	45	43	44
Percent of total students tested	100%	100%	98%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement

Grade 7: Math	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 62%	97%/ 58%	98%/ 54%
% At or Above Proficient	84%/ N/A	82%/ N/A	82%/ N/A
% At or Above Advanced	65%/ N/A	41%/ N/A	55%/ N/A
Number of students tested	57	64	60
Percent of total students tested	97%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement :

Grade 7: Language Arts	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 54%	95%/ 51%	98%/ 48%
% At or Above Proficient	90%/ N/A	85%/ N/A	86%/ N/A
% At or Above Advanced	78%/ N/A	64%/ N/A	61%/ N/A
Number of students tested	57	64	60
Percent of total students tested	100%	98%	95%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement

Grade 8: Math	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	97%/ 61%	100%/ 58%	100%/ 54%
% At or Above Proficient	76%/ N/A	82%/ N/A	70%/ N/A
% At or Above Advanced	68%/ N/A	57%/ N/A	55%/ N/A
Number of students tested	59	65	61
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement

Grade 8: Language Arts	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	92%/ 52%	100% 49%	100% 46%
% At or Above Proficient	85%/ N/A	85%/ N/A	81%/ N/A
% At or Above Advanced	56%/ N/A	65%/ N/A	57%/ N/A
Number of students tested	59	65	61
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement

Grade 9: Math	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 62%	98%/ 60%	100%/ 56%
% At or Above Proficient	86%/ N/A	81%/ N/A	83%/ N/A
% At or Above Advanced	68%/ N/A	54%/ N/A	52%/ N/A
Number of students tested	53	58	57
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			

STATE ACHIEVEMENT NATIONALLY NORMED-REFERENCED TEST*

Test: Stanford Achievement Test
Edition: 9th Edition
Publication yrs: 1995
Publisher: Harcourt Educational Measurement

Grade 9: Language Arts	2003-2004	2002-2003	2001-2002
Testing month: March	ASA/ State	ASA/ State	ASA/ State
% At or Above Basic	100%/ 42%	98%/ 41%	100%/ 37%
% At or Above Proficient	82%/ N/A	78%/ N/A	83%/ N/A
% At or Above Advanced	57%/ N/A	49%/ N/A	50%/ N/A
Number of students tested	53	58	57
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
There are no statistically significant subgroups			